



## Atlas spoke

Cristine Smith, associate professor at the University of Massachusetts Amherst, recently presented findings from the Adult Transitions Longitudinal Study (ATLAS). The study was implemented by UMass Amherst and World Education with funding from the Nellie Mae Education Foundation.

The question driving the research was: What are the educational outcomes for adults participating in a transition-to-college course, and what are the individual, program, and institutional factors that influence these outcomes?

Interviews were conducted with more than 200 adults who participated in one of 11 ABE-to-college transition programs in fall 2007 or spring 2008. The researchers followed the adults for five years — interviewing them each year, asking them about their college status and about their individual, family, and work lives — to uncover the supports and barriers to enrolling, persisting, and succeeding in college.

Using both quantitative and qualitative data analysis, Smith presented key findings about transition course program features that support successful college trajectories and about factors that help or hinder adult students going to college.

Recordings and slides for the two-part webinar are available on the [National College Transition Network \(NCTN\) website](http://nctn.org); access directly at

<http://nvae.us/a5>.

Joy Zimmerman, Nevada professional development trainer, attended the webinars and commented, “As a budding researcher, I was blown away with the methodology and amount of data collected. The results will definitely impact the field of ABE. This study is a must-read or must-watch for everyone in our field who is interested in research-based info on transitioning students!”

## Students flipped

World Education recently reported on Words2Learn, a “flipped learning” project, where a team of educators developed and piloted two apps that accelerate learning of academic and health career-related vocabulary for adults preparing to enter postsecondary education and technical training.

Teachers reported that the approach, the apps, and the learning management system supported learning of vocabulary: “Students universally liked the app, found it easy to use, found the form of activities interesting and engaging, and found it helpful for their own learning.” Ninety-two percent of students surveyed believe Words2Learn improved their vocabulary. Although some students, such as those in the college-level class, felt the words were too easy, in a small sampling slightly over 50 percent of students passed a pre-test of the words while 79 percent passed the post-test.

The project was funded by the [Nellie Mae Education Foundation](http://nvae.us/a6). Read more at <http://nvae.us/a6>.

For background information and resources on flipping the classroom, see article on page 3 of *Nevada Connections*, February 2012, in the archives at <http://nvedu.org/nc>.



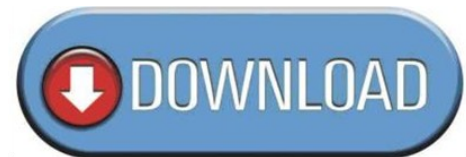
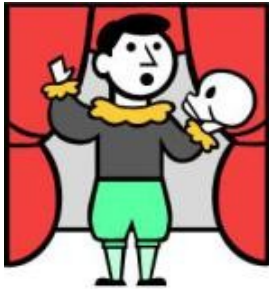
# Video as eLearning: 15 tips for effectiveness

Excerpted from an article by Jon Aleckson, Ph.D. and CEO of Web Courseworks Ltd., October 12, 2012.

The complete article may be found at <http://nvae.us/7m>.

Videos can be a great addition to eLearning packages, but only if they're used in the right way. This top-ten list, created by Saffron Interactive of London, England, plus five of my own suggestions, ensures videos are adding value to your eLearning rather than just adding megabytes to your course.

1. Keep videos short and to the point: Unless you're making the video interactive, keep it short and focused so your learner doesn't switch off.
2. Use videos for emphasis: Don't overuse them. Always ask yourself "Is this the best way to illustrate the learning?" Video can be more memorable than text so use it for reinforcing key learning points.
3. Make videos interactive: If you're considering including a longer video, then make it interactive. For example, pause it intermittently to ask questions. This keeps learners involved and focuses their attention on the learning points you want to emphasize.
4. Follow up with questions or a summary: If you don't make the video interactive, then make sure you follow it up with a brief summary of the key points. This should prevent any important learning points from slipping through the net.
5. Use videos to demonstrate how to, or how not to, do something: A video can be a great way of illustrating how not to do something and then getting the learners to spot the mistakes. Depending on time, you can then follow up by showing the correct way to complete the task.
6. Use actors, not real employees: Your video will only be as good as the people in it and employees may be nervous or forget their lines. Use professional actors but make sure you send scripts in advance, giving clear instructions on character and costume.
7. Be creative: Think about how television programs are filmed and consider whether you can mimic their style. For example, try using different camera angles to break up long speeches or reinforcing key points by having text appear on screen.
8. Include a transcript: Providing a transcript makes a video accessible to everyone, such as learners with hearing difficulties or those without headphones or sound cards. It also enables learners to refer back to the content without watching it again.
9. Be technically clever: Compress video files as much as possible to avoid learner frustration while waiting for them to load. Consider creating a low bandwidth version for slower Internet connections, perhaps using photos rather than video, or lower quality video.
10. Make videos downloadable elsewhere: Get the most out of your video by including it as a downloadable resource, either in the course or from an intranet site. That way, learners can easily refresh their memories of the key learning points.
11. Use video in branching scenarios: Use a simple Sim Builder to require the learner to watch a video and make a choice. Based on the learner's choices a different set of videos or video paths appear.
12. Use hot spots: Have a learner watch a video to identify critical concepts. Each hot spot is a link to more information on the critical subject.
13. Consider the "Kahn Way": The [Khan Academy](http://www.khanacademy.org) ([www.khanacademy.org](http://www.khanacademy.org)) has become all the rage because of the way it organizes and indexes subjects as short video lectures. Finding a talent or teacher that can pull this off is half the battle. Adding good supporting text or examples is the other.



14. Incorporate the cut scene: Video games use short videos called "cut scenes" to establish context and/or further a story line. These videos are interspersed within the game play and very short.
15. Demonstrate executive commitment: Record a short executive introduction to the video to demonstrate management commitment to the learning objectives.

## What's a credential worth?

According to the U.S. Census Bureau's report [Measuring Alternative Educational Credentials: 2012](http://nvae.us/a3) (<http://nvae.us/a3>), as of fall 2012 more than 50 million U.S. adults (about 25 percent of the adult population) had received a professional certification, license, or educational certificate that was not a degree awarded by a college or university. Of the awardees, some 34 million had a professional certification or license, seven million had an educational certificate, and 12 million had received both a professional certification or license and an educational certificate.

These alternative credentials covered a wide variety of content areas, including business, cosmetology, culinary arts, education, finance, management, and nursing.



**Nearly three-quarters of recent or current jobs required professional certifications and licenses. Some 30 percent of adults who worked during the previous four months held an alternative credential, compared to 16 percent of unemployed adults and 13 percent of adults not in the labor force.**

They generally led to higher median monthly earnings for people with less than a bachelor's degree, ranging from \$4,167 for those with only a professional certification or license to \$3,433 for those with only an educational certificate. In comparison, people without an alternative credential earned only \$3,110. There was little difference reported for people who had earned at least a bachelor's degree, whether they added an alternative certificate or not.

The bureau also reported that professional certifications and licenses were more common at the level of an associate degree or higher, and especially so for people with master's and professional degrees.

The data included in the report were collected between September and December 2012 using the *Survey of Income and Program Participation*. (<http://nvae.us/a8>).

The study found 11.2 million adults with a high school degree or less also held a professional certification or license. If such an alternative credential were the hallmark of a revised measure of educational levels, almost five percent of the adult population would move into a higher (i.e., more than high school) education category.

## What happens to the dropouts?

Each year, more than one million students fail to graduate from high school on time, but we rarely explore what happens next. What are these students' lives like 10, 20, even 40 years after they leave the classroom? Do they ever get a second chance?

*Yesterday's Dropouts* is a documentary about the 30 million dropouts in the U.S. and the hundreds of thousands who return to the classroom every year as adults. It's been years since these students dropped out of school, but the long shadow of their unfinished education still follows them every day.

Access this and related documentaries (*An Unfinished Education*, *GED Program: America's Largest High School*, *From Class to Career*, and *High Price for Low Literacy* at <http://breakingground.wamu.org/>).

**Education is healthy!** Early this year, the Center on Society and Health at Virginia Commonwealth University released a policy brief and video explaining the connections between education and health.

Researchers found that people with less education accrue higher medical costs and are less productive at work. They live shorter lives: In the U.S., 25-year-olds without a high school diploma can expect to die nine years sooner than college graduates. They live with greater illness: By 2011, the prevalence of diabetes had reached 15 percent for adults without a high school education, compared with seven percent for college graduates.

Visit [www.societyhealth.vcu.edu](http://www.societyhealth.vcu.edu) for additional information.

**It matters to all of us:** According to the [Alliance for Excellent Education](http://www.all4ed.org) ([www.all4ed.org](http://www.all4ed.org)), if the high school students who dropped out of the Class of 2012 had graduated, the nation's economy would have benefited from as much as \$154 billion in additional income over the course of these graduates' lifetimes.

Additionally, if the United States could achieve a 90% high school graduation rate, the projected economic benefits would include as much as:

- \$16.8 billion a year in additional new home purchases
- \$1.3 billion annually in additional federal tax revenues
- \$661 million a year to state and local tax coffers



**RETURN SERVICE REQUESTED**

This professional development project is a leadership activity funded by a grant from the Nevada State Department of Education, Workforce Investment Act, Title II (Adult Education and Family Literacy). There is no discrimination or denial of participation on the basis of race, color, sex, age, religion or religious creed, national origin, sexual orientation, ancestry, or disability.

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College and Career  
Readiness Standards  
for Adult Education

BetterLesson (<http://cc.betterlesson.com/>) offers more than 3,000 complete Common Core-aligned lessons, all free. The rich selection of math and English language arts lessons include many at the high school level, produced by 130 high-performing master teachers.



Find additional free resources aligned to Nevada's College and Career Readiness Standards (CCRS) (<http://nvedu.org/ccrs>) at <http://www.achievethecore.org> and <https://www.teachingchannel.org/>.

## Management tips

Classroom management is a persistent challenge for many teachers. [Inside Classroom Management: Ideas and Solutions](#) is an online story collection that explores best practices and new developments in classroom management. The package includes an in-depth interview with Harry and Rosemary Wong, stories on social-emotional learning and managing tech-infused classrooms, and analyses from premier instructional coaches. The site is designed to provide teachers with ideas that spur discussion and self-reflection. Access the collection at <http://nvae.us/9q>; free registration provides access to complete articles and other resources produced by [Education Week](#).



"Do you have any books on managing disruptive students? I want to know what the opposition is up to."